Meridian History Curriculum

Intent:
History is one of the most important areas of study throughout the primary years. Through the study of history, pupils explore where they have come from and how we have arrived at the present moment in time. It helps them develop essential skills to understand and analyse significant events and information. Additionally, history provides vital connections to our local area, our country, and humanity as a whole. By learning about the past, pupils will cultivate the ability to think critically about different viewpoints and make meaningful links between themselves, others, and the wider world.

Our aim for our pupils to leave Meridian school with a deep understanding of History; both British and that of the wider world. Through carefully planned, progressive lessons, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today. Our intention is that children learn both about History and from History adopting a curiosity and awareness of how History has been interpreted by different people at different times.

Our Early-Years curriculum focuses on the pupils' sense of self and time, encouraging an understanding of terms such as "past" and "future" as well as considering how life may have been different for people in their lives from previous generations.

Our areas of study in KS1 have been carefully chosen to give pupils exciting opportunities to explore and deepen their understanding of significant events in British History as well as the changes that have occurred to society over living memory.

Through KS2, each year group engages in the study of ancient civilisations, analysing and comparing diverse cultures from around the world to develop a deeper understanding of historical concepts.

By revisiting our "golden threads" of *power and monarchy*, *culture and identity* and *conflict and warfare*, we allow pupils to build upon their understanding of historical ideas and make connections across different time periods.

Reception

Key skills I will have learnt:	I will be able to:	Vocabulary	*End of year assessment* **Relevant Early Learning Goals**
- To explore different resources and materials - To be inquisitive about the world around me - To make choices as a result of what I have learnt - To ask questions about things I do not understand - Use pretend play to think beyond the 'here and now' and to understand another perspective - Make links between ideas	- Use language to imagine and recreate roles and experiences - Talk about my family and people that are important to me - Identify and talk about key people in my community - Talk about how I have changed as I get older - Ask questions to find out more information - Talk about past experiences and events in chronological order - Talk about things that happened a long time ago - Identify things that differ from the past - Know that we can find out about the past in different ways e.g. people, object, photos	yesterday, last week, a long time ago first, next, then older, younger, old, young photograph before, now	<u>Communication and language</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding - Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduce vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. - <u>Understanding of the world</u> - Talk about the lives of the people around them and their roles in society - Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling

Year 1			
	Autumn	**Spring**	**Summer**
	The History of Toys "How has the way that we play changed?"	**The Great Fire of London** "What was the impact of the Great Fire of London?"	**The History of a castle** "How did Castles develop over time?"
	Golden thread: Culture/identity	**Golden thread: Culture/identity**	**Golden thread: Conflict/warfare**
Key Learning	In this unit, pupils will study what toys were like in Victorian times (1800s) such as simple dolls and wooden toys. How toys have changed over time, becoming more colourful and made from different materials. They will consider the invention of new toys during the 20th century, like teddy bears and toy cars. They will examine the role of technology in modern toys, such as electronic and digital toys. Pupils will begin comparing toys from the past and present to see what is similar and different. **Chronological understanding:** • Order a set of events/objects • Use common words and phrases about the passing of time, including calendar time, e.g. old, new/young, days and months. • Remember some parts of stories and memories about the past. **Knowledge and understanding of events, people and changes:** • Recall some facts about people/events before living memory. **Historical Enquiry:**	Pupils will be introduced to London in 1666 and what the city looked like then. They will examine who lived in London and what their homes were like. They will learn: The events leading up to the fire starting. 1. How the fire started in Pudding Lane. 2. The spread of the fire across the city. 3. How people tried to stop the fire. 4. The impact of the fire on London and its people. 5. How London was rebuilt after the fire. **Chronological understanding:** • Use a timeline to place important events. **Historical Enquiry:** • Identify different ways in which the past has been represented. **Cause and consequence:** • Recognise why people did things, why events happened and what happened as a result.	Pupils will learn about the earliest castles, called motte and bailey castles, with a mound (motte) and a wooden fence (bailey). 1066 onwards. Pupils will examine the reasons that Castles were built and how their structures evolved over time. They will look at who lived in Castles and the different roles played by individuals. **Chronological Understanding** • Use a timeline to place important events. **Knowledge and understanding of events, people and changes** • Make simple observations about different types of people, events, and beliefs within a society. **Continuity and change in between periods** • Identify similarities / differences between ways of life at different times.

	• To ask questions about historical items, pictures etc and ask questions i.e. what were they used for and try to answer. • To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources.		
Vocabulary	**Victorian** – relating to the period when Queen Victoria was queen, over 100 years ago. **Toy** – objects children play with for fun and entertainment. **Material** – what a toy is made of, like wood, plastic, or fabric. **Invention** – a new idea or device, like a new toy created in different times. **Modern** – relating to the present or recent times, like today's toys. **Timeline** – a line that shows the order in which things happened over time	**Fire** – a hot, bright burning that can spread quickly. **London** – the city where the fire happened. **Burned** – when something is destroyed by fire. **Houses** – buildings where people live. **Firefighters** – people who help put out fires. **Castle** – a large building or fortress, like the one near the fire	**Castle** – a big, strong building built to protect people and land. **Motte** – a large mound of earth on which a castle was built in the earliest times. **Bailey** – the enclosed courtyard next to the motte, where people and animals stayed. **Towers** – tall parts of a castle used for watching and defending. **Walls** – strong barriers that surround a castle to keep it safe. **Tudor** – a period in history when castles became more decorative and elaborate.

Year 2

	Autumn	Spring	Summer
	Great Explorers "What dis explorers discover when they travelled to new places?"	**Significant People (Mary Anning)** "What was the impact of the Great Fire of London?"	**The History of Technology** "How has technology changed our world?"
	Golden thread: Conflict/warfare	**Golden thread: Culture/identity**	**Golden thread: Culture/identity**
Key Learning	Pupils will be introduced to the concept of exploration and why people explore new places. They will examine the lives of different explorers and learn about how explorers like Columbus (1492) help people learn about the world. They will learn about other famous explorers, such as Marco Polo and Ferdinand Magellan (13th and 15th centuries) They will consider the challenges explorers faced during their journeys, as well as how explorers' discoveries changed the world. **Chronological Understanding** • To put objects and events into time order and when doing this, to use words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past . • To use a wide vocabulary related to historical terms. **Knowledge and understanding of events, people and changes** • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. **Historical Enquiry**	Pupils will learn how Mary Anning was a famous fossil hunter who lived a long time ago (1800s). She found many important fossils, including the bones of dinosaurs. Her discoveries helped scientists learn about creatures that lived millions of years ago. Pupils will examine why Mary Anning was a significant figure in history, learning how, even though she was not a scientist at first, her hard work and curiosity made her very important in the world of science. Mary's work showed that fossils can tell us stories about the past. **Chronological understanding** • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. **Knowledge and understanding of events, people and changes** • Recount the main events from a significant event in history • To give a few reasons for/and results of the main events and changes in the periods of time which they have studied. **Continuity and change between periods**	Pupils will explore how technology has changed over time, starting with simple inventions after World War II (post1945), such as early televisions and radios. They will learn about the development of computers, mobile phones, and the internet, understanding how these innovations have made life easier and more fun. Pupils will compare old and new technology, discussing how inventions have improved people's lives. Through stories, pictures, and hands-on activities, children will try to understand how technology has evolved and its importance in our daily lives. **Chronological understanding** • Recount changes over my own lifetime • To recognise some of the similarities and differences between time periods of time. • Make observations about different types of people, events and beliefs within a society. **Historical Enquiry** • To answer questions about the past by observing and handling information e.g. objects, pictures, people talking about their past, buildings, written sources. **Continuity and change in between periods**

	• Use a wide range of information to answer questions. **Organisation and Communication** • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling including digital skills.	• Identify similarities/differences between ways of life at different times.	• Identify similarities/differences between ways of life at different times.
Vocabulary	**Explorer** – Someone who travels to new places to learn about the world. **Voyage** – A long journey by sea or land. **Discovery** – Finding or learning about something new. **Ship** – A large boat used by explorers to travel across the sea. **Map** – A picture that shows where places are located. **Challenge** – A difficult task or problem that explorers might face	**Fossil** – The preserved remains or traces of animals and plants from long ago. **Discovery** – Finding something new that no one knew about before. **Dinosaur** – A large prehistoric creature that Mary Anning often found fossils of. **Explorer** – Someone who searches for new things and learns about the world. **Scientist** – A person who studies and learns about the natural world. **Ancient** – Very old, from a long time ago.	**Invention** – A new device or idea that has been created to solve a problem or make life easier. **Technology** – Tools and machines that help us do things more easily, like computers, phones, and TVs. **Device** – A machine or tool made for a particular purpose, such as a smartphone or a camera. **Internet** – A global network that allows people to share information and communicate with each other. **Evolution** – The process of change and development over time, showing how technology has improved. **Innovation** – A new idea or method that makes existing technology better or creates something completely new.

Year 3			
	Autumn	**Spring**	**Summer**
	The Ancient Egyptians "How did the Pharos rule Ancient Egypt?"	**The Roman invasion of Britain** "How did the Roman invasion change Britain?"	**The History of the Railways** "How did the Railways transform peoples' lives?"
	Golden thread: Power/Monarchy	**Golden thread: Conflict/warfare**	**Golden thread: Culture/identity**
Key Learning	Pupils will explore the daily life, culture, and beliefs of the ancient Egyptians (1350BC-30BC) including their homes, food, and clothing. They will learn about the role of the pharaohs as powerful leaders and gods, discovering famous figures like Tutankhamun and Cleopatra. Pupils will examine the significance of pyramids, mummies, and hieroglyphics, helping pupils understand how ancient Egyptians communicated and honoured their dead. **Chronological understanding** • To show their understanding of chronology by being increasingly aware that the past can be divided into different historical terms and periods. • Use a timeline to divide time into BC and AD **Historical Enquiry** • To make detailed observations and begin to make inferences and deductions from sources of information e.g. objects, pictures, buildings, music and written sources. • To find answers to questions about the past by using sources of information.	Pupils will explore the history of the Roman invasion of Britain, learning about who the Romans were, why they came to Britain, and how their arrival changed the land. Pupils will compare Roman and British tribal lifestyles, discovering how Roman roads, baths, and towns still influence Britain today. Pupils will look at how the Roman army was organised and how this organisation helped the Romans to successful invade Britain and other areas. **Knowledge and Understanding of events, people and changes** • To give a reason and/or results of the main events and changes in the periods of time which they have studied. • They can suggest why people in the past acted as they did. **Historical interpretation** • Look at and use books, pictures, stories, eye-witness accounts, artefacts, historic buildings, museums, galleries and historical sites to find out about the past. **Continuity and change in between periods** • Describe and make links between main events, situations and changes within and across different periods/societies	Pupils will look at the impact of the Railways on the UK. They will examine the ways in which the railways changed different elements of trade, building/housing, tourism and leisure. Pupils will examine areas local to the East of England to consider the ways in which they were transformed by the building of the railways. They will begin to assess whether they believe these changes to be positive or negative. **Continuity and changes between periods** • Describe and make links between main events, situations and changes within and across different periods/societies **Cause and consequence** • Identify and give reasons for, results of, historical events, situations, changes. **Organisation and communication** • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role- play and using digital skills.

Vocabulary	**Pharaoh** – The king or ruler of ancient Egypt, considered a god on earth. **Pyramid** – A large, triangular-shaped tomb built for pharaohs and important people. **Hieroglyphics** – The writing system used by ancient Egyptians, made up of pictures and symbols. **Mummy** – A preserved body of a dead person, prepared through special embalming techniques. **Sphinx** – A mythical creature with the body of a lion and the head of a human, often guarding tombs. **Nile River** – The long river that flows through Egypt, vital for farming, travel, and life in ancient times	**Invasion** – When an army enters a country to take control. **Roman Empire** – The large empire ruled by the Romans, covering many parts of Europe, Africa, and Asia. **Legion** – A large group of Roman soldiers. **Colony** – A new settlement established by Romans in Britain. **Roads** – Paths built by Romans to connect towns and military sites. **Legacy** – Things from the past that still influence us today, like Roman roads or baths	**Railway** – A system of tracks on which trains run. **Locomotive** – The engine that pulls the train. **Track** – The rails on which the train moves. **Station** – A place where trains stop to pick up or drop off passengers. **Industrial Revolution** – A period when many new inventions, like trains, changed how people lived and worked. **Tourism** - When people travel to different places to visit, see new sights, or have fun, like going to the beach or a city.

Year 4			
	Autumn	**Spring**	**Summer**
	Bronze-Age to Iron Age *"How did the arrival of the Iron Age change the way that people lived in Britain?"*	**Ancient Greece** *"What was life like in Ancient Greece"*	**The History of Cambridge** *"Why is the city of Cambridge so important?"*
	Golden thread: Conflict/warfare	**Golden thread: Power/Monarchy**	**Golden thread: Culture/identity**
Key Learning	Pupils will learn about how the Bronze age occurred between the Stone Age and the Iron age in Britain. They will examine how society changed over this period, looking at advancements in weaponry and technology and what this meant for different people. They will assess the importance of Stonehenge and how structures and houses changed with the arrival of the Iron Age. **Knowledge and understanding of events, people and changes** • To recognise, describe and explain some of the similarities and differences between people and events and artefacts studied • Use evidence to describe the culture and way of life and actions of people from the past. **Chronological understanding** • To show understanding of chronology by placing events, people and changes into correct periods of time. **Organisation and Communication** • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play and using digital skills.	Pupils will learn about different aspects of life in Ancient Greece. This will include: daily life, Gods/Goddesses, how Greece was governed, food, clothing and entertainment. They will also examine the Greek Empire and consider warfare in Ancient Greece and how the Ancient Greeks were able to conquer other countries/regions. **Knowledge and understanding of events, people and changes** • To recognise some aspects of the social, cultural, religious and ethnic diversity of the societies studied. **Historical interpretation** • To identify some of the different ways in which the past is represented, e.g. artist's pictures, museum displays, writing. **Historical Enquiry** • To find answers to questions about the past by using a variety of sources of information	Pupils will undertake a local area study of Cambridge and the surrounding area. They will examine its importance as a trading post for the Vikings and Celts and then learn about how the city was transformed by the construction of the University 800 years ago. They will look at some of the significant individuals associated with Cambridge and will conduct a learning walk around the city to better understand the changes which have occurred over hundreds of years. **Historical Enquiry** • To find answers to questions about the past by using a variety of sources of information. **Historical Significance** • Identify historically significant people • To make detailed observations and to begin to make a number of inferences and deductions from a variety of sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.

Vocabulary	**Bronze** – A strong metal made by mixing copper and tin, used to make tools and weapons during the Bronze Age. **Iron** – A metal that was used after the Bronze Age to make stronger tools and weapons during the Iron Age. **Settlement** – A place where people lived, built during the Bronze and Iron Ages. **Artefact** – An object made or used by people in the past, like tools or pottery. **Farmers** – People who grew crops and looked after animals during these periods. **Hillfort** – A large, protected area on a hill used for defense and community gatherings in the Iron Age.	**Acropolis** - a citadel or fortified part of an ancient Greek city, typically one built on a hill **Athens** – The modern capital of Greece. **Sparta** – A province of ancient Greece which warred with Athens **Democracy** - A system of government where people elect their leaders **Olympics** – The games, first held in Ancient Greece. **Myth** - a traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon	**Change and continuity** – The concept of what has remained and what has been altered over time. **Significance** – The concept of examining what events, people or places have had an important impact on us. **Ely Cathedral** – Tudor Cathedral built in the Fens which has cultural significance to this area. **Medieval** – The time period **Monarchy** – A system of ruling with kings and queens.

Year 5

	Autumn	Spring	Summer
	The Shang Dynasty *"What can we learn about the Shang Dynasty from the objects discovered in Fu Hao's tomb?"*	**The Ancient Maya** *"What was life like in the Central America during the times of the Ancient Maya?"*	**The changing power of the monarchy** *"How has the power of British monarchs changed over time?"*
	Golden thread: Conflict/warfare	**Golden thread: Culture/identity**	**Golden thread: Power/Monarchy**
Key Learning	Pupils will be introduced to the Shang Dynasty of Ancient China by examining the contents of Fu Hao's tomb. They will look at various archaeological finds to infer what they can tell us about various aspects of life in Ancient China including war, daily life, religion and food. Pupils will use their evidence handling skills to make judgements about how life in ancient China compared to other ancient civilizations. **Chronological Understanding** • To understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. **Historical Enquiry** • To begin to research, select and combine information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries) about the past so that they can find answers to historical questions. **Organisation and communication** • To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand.	Pupils will be introduced to the Ancient Maya peoples of the Indus Valley. They will learn about all different aspects of life during the Ancient Mayan era. They will look at a range of topics including The Maya number system, writing, sports, daily life, clothing and food. They will use this information to compare and contrast what life was like in the Ancient Americas with life in the UK during the same time period. **Knowledge and understanding of events, people and changes** • To show their knowledge and understanding of aspects of the history of Britain and other countries by describing one important feature of the past societies and periods studied. **Organisation and Communication** • To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand. **Continuity and change in between periods** • Identify and explain change and continuity within and across periods.	Pupils will look at several British monarchs including: Alfred the Great, King John, Henry VIII, Queen Victoria and Elizabeth II. They will examine key points during the reigns of these monarchs to gather evidence to answer questions about the way in with the power of the monarchy has changed over time. **Knowledge and understanding of events, people and changes** • To describe some of the main ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world. • To describe changes and links both within and across the different times they have studied. **Historical interpretation** • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretation of history. • Give reasons why there may be different accounts of history.

Vocabulary	**Shang Dynasty** – The period in History relating to 1600-1046 BC at the site of the Yellow River in China. **Oracle Bones** – a method of divination used by the Shang people. **Fu Hao** – A female leader and warrior who's tomb yielded significant archaeological finds relating to the Shang Dynasty. **Jade** – A green stone significant in jewellery making in ancient China. **Emperor** – A leader similar to a king or queen. **Exhibition** – A way in which history can be presented, usually in museums or at historic sites	**The Maya** – A group of peoples who inhabited the Indus Valley of South America during the Bronze Age. **Spirit Companions** – A Maya belief that humans have companions sent by the gods to guide them through the world. **Codices** – collections of writings including numeric and written stories. **Hieroglyph**s – A pictorial form of writing used by several cultures. **Chichen** Itza – A prominent Maya city with significant archaeological remains	**Monarchy** – A system of governance led by kings and queen who gain power either through inheritance or conquest. **The Magna Carta** – A document signed by King John passing some of his power to the Barons. **Catholic/Protestant** – Different denominations of Christianity with different interpretations of the Bible. **Empire** – The conquest or assimilation of other territories by one country or peoples. **Parliament** – A group involved in the governance of a country. They have elected members.

Year 6

	Autumn	Spring	Summer
	Anglo-Saxon Britain *"What was life in Britain like at the time of the Anglo-Saxons?"*	**The Saxon Invasion** *"What was the impact of the Viking invasion of Britain?"*	**Women's Suffrage – a local study** *"What led to women obtaining the vote?"*
	Golden thread: Culture/identity	**Golden thread: Conflict/warfare**	**Golden thread: Conflict/warfare**
Key Learning	Pupils will examine life during the Anglo-Saxon period of British History. They will look at various elements of Anglo—Saxon life including settlements, clothing, entertainment, trade, governance and the different kingdoms of Britain. Pupils will look at a range of evidence including archaeological finds as well as written accounts to make judgements about how this era compared to other periods of time in the UK. **Knowledge and understanding of events, people and changes** • To show their knowledge and understanding of aspects of the history of Britain and other countries by the way in which they describe important features of past societies and periods studied. • To identify a number of changes and links both within and across the different times they have studied and explain the reasons for them. **Historical Enquiry** • To begin to research, select and combine information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries) about the past so that they can find answers to historical questions, and test hypotheses. • To produce structured work making appropriate use of dates and historical vocabulary **Organisation and Communication**	Pupils will examine the various and ultimately successful attempts to invade Britain by the Vikings. They will look at the different methods used by the Vikings to secure land. They will consider the concepts of conflict, trade and treaties and assess which were the most useful to the Vikings in gaining foothold in Britain. Pupils will examine different elements of Viking culture and compare/contrast it to Anglo-Saxon ways of life. **Knowledge and understanding of events, people and changes** • Choose reliable sources of information to find out about the past. **Organisation and communication** • To produce structured writing, making appropriate use of the dates and special words which they know and understand using sophisticated historical vocabulary e.g. empire, civilization, parliament and peasantry Plan and present a self-directed project or research about the studied period. **Historical Significance** • Consider/explain the significance of events, people and developments in their context and in the present.	Pupils will consider events and individuals from the Women's Suffrage movement from the 1800s through until women obtained the vote in 1918. They will look at a range of methods used by individuals to support the cause and they will look at events which relate to our own local history in Cambridge. Pupils will examine propaganda from both sides of the argument and will make judgements about the success of the various methodology used by the movement. **Historical Interpretation** • Know that people, including in the past, have a point of view and that this can affect interpretation. • Give clear reasons why there might be different accounts of history, linking this to factual understanding. **Organisation and Communication** • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills. • To produce structured writing, making appropriate use of the dates and special words which they know and understand using sophisticated historical vocabulary e.g. empire, civilization, parliament and peasantry Plan and present a self-directed project or research about the studied period.

	• To understand and show mastery of special words e.g. invasion, settlement, monarch, trade.		
Vocabulary	**Anglo-Saxons:** Germanic tribes (Angles, Saxons, Jutes) who migrated to and settled in Britain after the Roman withdrawal. **Vikings:** Scandinavian seafarers, warriors, and traders who raided and settled in various parts of Europe, including Britain. **Kingdoms:** Areas ruled by kings, forming the political structure of Anglo-Saxon England. **Heptarchy:** The seven Anglo-Saxon kingdoms that existed in England before unification. **Migration:** The movement of people from one place to another, in this case, the Anglo-Saxons moving to Britain. **Wessex:** One of the most powerful Anglo-Saxon kingdoms, known for its resistance against Viking invasions.	**Freeman:** An Anglo-Saxon who was not a slave and owned land. **Pagan:** A person who follows a religion that is not one of the main world religions, often involving the worship of many gods. **Sutton Hoo:** A significant archaeological site in Suffolk, where a 7th-century Anglo-Saxon ship burial was discovered. **Longship:** A narrow, wooden ship used by Vikings for raiding and travel. **Runes:** The alphabet used by the Anglo-Saxons and Vikings. **Wergild:** A system of compensation paid to the victim or their family for a crime. **Danegeld:** Payments made to Viking invaders to prevent raids or attacks. **Raid:** A surprise attack, often for plunder or theft. **Valhalla:** The hall in Norse mythology where warriors go after death. **Berserkers:** Viking warriors known for their ferocity in battle.	**Suffragettes -** members of the more militant Women's Social and Political Union (WSPU). They employed tactics like protests, civil disobedience, and even property damage to draw attention to their cause. **Suffragists:** This term generally refers to those who advocated for women's suffrage through peaceful and constitutional means, like public speaking, writing, and organizing petitions. **Petition:** A formal written request, often signed by many people, asking a person or group in authority to do something. Petitions were a key tool used by both suffragists and suffragettes. **Campaign:** An organized course of action to achieve a particular goal. In the context of women's suffrage, this refers to the broader effort to win the right to vote, encompassing various strategies and actions. **Electorate:** This term refers to the body of people who are qualified to vote in an election. In the late 19th and early 20th centuries, the electorate in many countries was limited to men. **Democracy:** A system of government where the people hold the power, usually through electing representatives. The Women's Suffrage movement was closely tied to the idea of expanding democracy to include women.